

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.	
Grade Level/Band Standard:	9-12.E.1.6 Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels by using a production possibilities curve.	
Student Friendly Language:	I can explain economic decision making through the use of an economic model called a production possibilities curve to economic efficiency and rational economic choices.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of scarcity and opportunity cost. • An understanding of economic decision-making. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Economic decisions, involving two alternatives, can be plotted in an economic model called a production possibilities curve by plotting coordinates on an x and y-axis. • A basic principle in economics is that in order to get more of one item, another item must be given up. 	<ul style="list-style-type: none"> • Individuals, businesses, and governments can efficiently make production decisions anywhere on the production possibilities curve which represents differing production choices. • Producing at a point inside the production possibilities curve is possible, but not desirable, and represents an inefficient allocation of scarce resources. • Producing at a point beyond the production possibilities curve is not possible with the current level of resources reflected in the model. • To expand a production possibilities curve, additional resources would 	<ul style="list-style-type: none"> • Draw a production possibilities curve from a production schedule. • Explain the points on a production possibilities curve that would be considered economically efficient, inefficient, and not possible. • Apply the basic concepts of scarcity, choice, and opportunity costs when explaining economic decision making through the use of a production possibilities model.

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	need to be used and/or additional technologies employed.	
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none"> • Production Possibilities Curve • Production Possibilities Frontier • Efficiency • Underutilization • Guns or Butter 	<ul style="list-style-type: none"> • How changes in the available factors of production can change the production possibilities curve. • Not all economies function at full efficiency. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> • N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Identifying personal political priorities (i.e. Guns or Butter). • Cost-benefit analysis. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Allows for later coverage of government intervention within the United States economy. (9-12.E.4.1, 9-12.E.4.2, 9-12.E.4.3, 9-12.E.4.4, 9-12.E.4.5, 9-12.E.4.6)
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.1.9-12. Explain how a question reflects an enduring issue in the field. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 		

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Example strategies to reach depth and intention of the standard

- Drawing a fictitious production possibilities curve for a student-created country.
- Drawing a production possibilities curve and hypothesizing reasons for shifts in the production possibilities frontier.
- Mock debate with students in favor of particular points on the production possibilities curve.
- Alternative history scenario based on the production possibilities curve for a given society or nation.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Based on a production possibilities curve, write a letter to the editor encouraging a stance on one position. ● Create a video public service announcement raising awareness on the nation’s current position on the production possibilities curve. 	<ul style="list-style-type: none"> ● Students analyze reasons for and against current and historically-based economic decisions in the United States. ● Students provide a persuasive interpretation of economic reasoning to raise awareness of economic issues within the United States.